

The George-Anne

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NO. 5

STUNT NIGHT IS SUCCESS AT T. C.

First Place Goes To Y. M. C. A. Stunt

A new tradition has been inaugurated by the campus organizations of Georgia Teachers College. This is "Stunt Night," celebrated for the first time Saturday night, February 16, in the college auditorium.

Each organization on the campus, with a few exceptions, was in charge of a stunt that had no limit except that the time was no to exceed ten minutes. Mr. Floyd Watkins proved to be both an able and witty master of ceremonies.

The judges for the occasion were Herbert Kirby, Henry J. McCormack and Miss Geneva Hodges. Their decision for first place went to the lovely "ladies" of the Sanford Hall chorus. Eldred Mann played the accompaniment while the beautiful and dramatic "filles de joie" danced. The costumes were yellow and purple skirts, and halter, intricately constructed to portray to the best advantage, the exquisite figures as they brought the graceful dance to a dynamic "end." This was accomplished by a daintily executed about face, and each "girl" had a letter in the place of a bustle which, when put together "THE END." Then the chorus made its exit by doing the "nigger shuffle" off stage in groups of three. The chorus was made up of Arthur Yarbrough, Billy Miller, Arlo Nesmith, Alfred Crough, James Goolsby and James Donaldson.

Second place was awarded to the Industrial Arts Club skit on Army life. The plot centered around a pri-

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Masquers To Produce Oscar Wilde's Play

The winter production of the Dramatic Club is Oscar Wilde's "The Importance of Being Earnest," under the direction of Ethel Swanson, speech teacher. Critics claim that this play is the most perfectly constructed farce in the English language. The title is self-explanatory. There are so many funny lines that everyone will be kept constantly amused.

After many hours of "try-outs" and much careful consideration the cast has been chosen as follows: John Worthing, Richard Fisher; Algernon Moncrief, Floyd Watkins; Rev. Canon Chausable, Millard Green; Merriman, butler, Billy Johnson; Lane, manservant, James Goolsby; Lady Bracknell, Selma Jaworek; Hon. Gwendolyn Fairfax, Peggy Clark; Cecily Cardew, Margaret Sherman; Miss Prism, governess, Melba Huggins.

The cast for this production is entirely different from the cast of the fall production, thereby giving opportunity for more people to get into production.

The exact date of the production will be announced as soon as possible.

INDUSTRIAL ARTS CLUB

There is something new on the campus this quarter. The Industrial Arts Club has been reorganized. With the return of several veterans who were majors in Industrial Arts the need was felt for the reorganization of the club. Officers elected for the club were: President, Pate Warren; vice-president, Frank Miller; secretary-treasurer, John Godbee; sergeant-at-arms, W. B. Akins. Dr. Hostetler and Mr. Boddiford are the faculty sponsors.

By the way, do you know who won second place in the first annual Stunt Night? Industrial Arts Club! The club at present only has six members, but just listen and you will be hearing more from this organization in the future.

STUDENTS LIKE SPRING HOLIDAYS

The editorial staff of the George-Anne has been making a general canvass of the faculty and student body trying to get an idea of what is wanted in regard to Spring Holidays.

According to the report of the staff it has been found that a large majority of the students and some of the faculty members (though the faculty members were not all willing to give their opinions) preferred a short recess—from final examinations at the end of the winter quarter to the following Monday, for example—at the end of the winter quarter. Some expressed a desire for only the four days off, and others desired a full week between the two quarters as is the University System of Georgia standard for spring holidays.

The following is a statement from Dr. Pittman, president of the college, explaining the administration's reasons for not having spring holidays this year:

"I have been asked by the students to state the reasons why we are not having spring vacation this year. This I am happy to do.

"First, let me say that I understand the point of view of and the desire of many student who wish a spring holiday. It is a perfectly natural youthful desire. If I were their age and in their situation, I, too, would want it. I, though, am somewhat like the Confederate general who, in the midst of a very hot battle, seeing a little rabbit jump from his hiding place and run for safety, said 'Run, little cottontail! If I had no reputation to lose, I would run too!' If I did not have other interests to consider, I would declare a vacation for all, myself included. I feel the need of one. But these are the principal

reasons for not having a spring vacation:

"First: The year's calendar was set last year while the war was still in progress. Spring vacations then seemed almost unpatriotic. Our program for this year was planned accordingly and all events for commencement are already set, speakers chosen, bulletins printed, etc.

"Second: We use the same faculty members for the summer school that we do during the regular session. The members of the faculty need desperately a break, a rest, not for pleasure, but for real rest, between the regular session and the summer vacation.

"Third: In a teachers college, the summer school is a very important part of the college program. More students attend then than during the regular year. They are mature people. They expect the faculty to be on their toes. For these reasons the faculty sorely need a rest between the regular session and the summer term and I am sure that our fine students who always try to be fair to others, including their teachers, will recognize this need.

"Fourth: After the first session of summer school, the college will conduct a number of off-campus workshops out in the state. These must be held and completed in time for the county teachers to complete the workshop and do a little 'fixing' before the fall term begins, and in most counties, the term begins early in September.

"Considering the interests of all of our students and also of our faculty, it seemed to us who are responsible for determining the policy that a vacation between the regular session and the summer school was more needed than it was between the

winter and spring quarters. The greatest good to the greatest number should be the constant purpose of government in a democracy. That is our constant hope and purpose even though I know that it is not always perfectly clear to some of us at a given moment. Wouldn't it be lovely if all of us could always have just what we desire? Or would it?

"With malice toward none, with charity toward all!"

The opinion of the most disappointed upperclassmen is expressively told by several students. The following is quoted from Alex Futch's statement:

"Last year we sacrificed our much-anticipated spring holidays, and used as an excuse transportation problems. However, if one examines the fact, he will find that the average student here last year lived within a radius of fifty miles. I believe that bus service was fairly good—at least I found it so. We further find that in spite of the dreadfully crowded bus lines, the other colleges of Georgia managed to solve the problem. At the present time, bus lines are more than capable of taking care of the situation. I see no reasonable excuse for depriving us of this small consideration.

"I should like, in conclusion, to ask one question: Has Georgia Teachers College completely abandoned the idea, forever, of having spring holidays?"

Some of the faculty members stated definitely that they considered a short recess very beneficial to the work of the students and the faculty. However, Mr. Baillie, a most ardent

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T.C. BOYS DEFEAT WAYNESBORO A.C.

The first home game of the T.C. Independents, a newly organized ball club, was played with the Waynesboro Athletic Club in the college gym Tuesday, February 19. The Independents were slow to start, but came out victorious at the end with a score of 30-14.

At the end of the half, the score was 12-9 in favor of Waynesboro. The Independents then seemed to settle down and start clicking. The starting line-up came out again for the beginning of the second half. They ran up a good lead, and then the second team entered the game to see some fast action.

The Independent Ball Club was organized at the beginning of this quarter when a number of the boys in Sanford Hall expressed a desire to engage in basketball with teams of neighboring towns. Harold Hagins was selected to be coach and general manager; Max Lockwood was chosen for secretary, and Ben Anderson, treasurer. Competition so far has been found in the athletic clubs of the First district, but this hasn't been such tough competition according to the Independents.

The game between Waynesboro A.C. and T.C. Independents was preceded by games between the boys of Stilson and the Laboratory High School, and between the girls of these two schools. The Lab. High girls were defeated by a large score, but the Lab. School boys won a 24-23 victory over the Stilson boys. The game between the boys' teams was an exciting "thriller."

The Independents have several more games scheduled and would appreciate any interest the other students would show in them. They are to play the Union Bag A.C. during the week of the 25th, and have been invited to play in three different tournaments of the First district.

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NEWS BRIEFS

THE FRESHMEN ARE so small that they are still in the kindergarten. Teacher asks them every day to raise their hands if they've studied their lessons.

EAST HALL GIRLS have planned to clean up the grassy plot around the lakes in hopes that someone will take notice and repair the outdoor furnace.

THE STUDENTS who remained on the campus over long week end enjoyed a fried chicken supper Friday night by the lake. Why can't the whole student body have the opportunity for such a delightful outdoor affair?

SOCIAL STUDIES CLASSES are compiling a record of the registered voters enrolled at T.C. with the hope that students will be inspired to take full advantage of their most priceless possession—the privilege and duty of voting. So far seventy students have signed in to register.

THE ADMINISTRATION has seen fit at last to prevent pneumonia among students by putting a drain at the base of the steps leading into the dining hall. Heretofore, the slightest rain would force the students to wash their feet before every meal.

THE TENNIS COURTS are now receiving a new and presentable face under the kind labors of some considerate personage. Tennis racquets and balls will soon supplant that newest fad—the rick-rack, bolo, or whatever.

THE HOME PLANNING COURSE is becoming very popular. Even some faculty members are becoming interested.

SOME DAY THE NEED for adequate medical care will be realized and provided for at T.C. All this year either "flu" or "stept throat" is continually causing absences from classes. The students are sent home if at all possible.

ORGAN INSTALLED IN AUDITORIUM

Speculation about the organ, now being installed in the college auditorium, has been going fast and furious for the past few weeks. What kind it is, where it came from, who plays it now and how, and other points of dissension has been the topic for discussion and argument among students and faculty.

Here are the facts: The organ is an electric (not a pipe) Hammond and was purchased through the Cable Piano Company of Atlanta and is the newest and largest of this type. (It might be noted here that an electric organ attempts to reproduce the tones of the pipe organ without benefit of pipes but rather by electricity; however, the technique for both organs is the same and a transfer from one to the other could be effected without additional training.) It is finished in walnut, the bench being of matching wood. The console (which is the lower part of the organ operated by the feet) is of wood and is movable, therefore allowing the organ to be moved to the stage for recitals if desired.

Two speakers are to be placed in tone chambers, which are under construction at the present time. A smaller speaker (known as the echo organ) is to be placed in the balcony. This speaker may be used to an advantage for special effects in programs and recitals. Chimes are also to be added. Along with the new, there will be a remodeling of the old. To accommodate the organ, so that it may be placed front and center of the stage, the orchestra pit is to be removed and the floor of it to be leveled with the floor proper of the auditorium.

With Mr. Broucek at the keyboard, the organ will be used in the forthcoming presentation by the college chorus, "Creation." Mr. Broucek has several organ students and hopes there will be time for more in the future.

THOMAS SPEAKS IN AUDITORIUM

By J. A. JONES

Mr. Bruce Thomas, outstanding newspaper and war correspondent, was guest speaker in the auditorium at Georgia Teachers College Wednesday night, February 20. This was the second of four programs scheduled for the college this quarter.

Speaking from a wealth of first-hand observation, Mr. Thomas attempted to answer the question of why German thought and action followed belligerent rather than peaceful lines. He used what he termed the "genetic approach to history," citing quotations from the time of the Roman Empire to the present to prove his point. "The Germans and Japs haven't given up," he said. "Time means nothing to them. There are good Germans, but they are not able to do anything because they are outnumbered." Mr. Thomas then cited several people of German descent—leaders in America—whose parents came to this country because of their dislike of the conditions in Germany during the last century.

Then moving on rapidly, he discussed briefly the appalling conditions found in German concentration camps. "If you could see the official government pictures of these places taken in technicolor," he said, "you wouldn't believe them. You'd say that Hollywood had made them up for propaganda purposes. There are still people in this country who say it couldn't happen here," he continued. Thomas then condemned severely this attitude, and pointed out the plans in store for England and the United States had German armies been victorious. Having as his source of information secret German papers which had been shown to a group of correspondents, he stated that if Germany had been able to conquer England, plans had been made for gassing and shooting of all people of Britain forty-five years of age or older, and those from eighteen

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T. C. Veterans Organize To Promote Interest

The sound of combat is over. The battles that now go on are the battles of words and diplomatic action. The veterans of World War II are the ones helping to shape this new world we are to live in. Now that we have won the war on the battlefield, we must not come back and sit idly by and not stand up for our rights.

The Veterans at T. C. realizing the need for co-operation in their fight for the right things now that they have returned have organized a Veterans Club. The purpose of this club is to discuss problems that affect the Veterans here at the college and try to help bring about a solution to these problems; to discuss legislations that come up from time to time that will have effect on the Veterans. The club will be social as well as professional in order to bring the members in closer contact with each other and to stimulate interest in Veterans' work.

At the first meeting the members, under the leadership of Dr. Lyons, ironed out the main problems of organizing. The club officers elected at this meeting were: President, Albert Johnson, a prisoner of war in Germany for some time; vice-president, John Grahl; secretary-treasurer, Miss Eleanor Burgess, a former WAVE; publicity chairman, Pate Warren; chaplain, B. B. Berry, and faculty sponsor, Dr. Lyons.

The new bulletin board in the Administration building is for the use of the Veterans Club. If any one has any information of interest to the Veterans, place it on this bulletin board.

THE GREATEST TEACHER IN THE WORLD

Johnny Mercer is an outstanding figure in music; Harry Truman an outstanding leader; and most educators will tell you that Horace Mann was America's outstanding teacher. I disagree, inasmuch as I firmly believe that you, yourself, are the greatest teacher in the world.

If you have not sensed this fact already, and do not have this teacher on your faculty, your chances to succeed are very slim.

Many students who have the ability to learn, but lacked initiative, originality, and leadership have been inspired by skillful teachers to become successful students. The teachers' enthusiastic guidance helps the student overcome his handicaps, but the real learning comes from the self-teaching within the individual.

A proof of this statement is the fact that several of America's noted thinkers never even entered a college. Some of them secured no more than a country high school education. Benjamin Franklin left school when he was ten. Walt Whitman got his training in a printing office. Henry Ford sold papers for his start. I admit talent, inspiration, genius, and willpower play a leading role in success and are not to be ignored, but there are many brilliant people who have been hopeless failures.

The opportunities for self-help in education have shown an untold improvement in the last fifty years. No longer can a person use the excuse that he is held back because of lack of opportunities. They are everywhere! The daily papers, periodicals, and pamphlets are good examples. Public libraries and schools are assets. New scientific discoveries, such as radios, are offered to everyone. With television and radar in sight, opportunities knock on every door. The future belongs to those who prepare for it, and they are usually self-taught people.

Only by taking advantage of every opportunity and firing yourselves with a desire to learn, can you as students teach yourselves, and learn to teach others.

T. C. AND PROGRESSIVE EDUCATION

We do not need to consider at length that time changes all things. However, some things accept this inevitable change more slowly than others. In a rapid circumspect, we must needs notice education as an outstanding example. Unfortunately that which should be the preeminent directive force in civilization lags behind as merely the reflector of civilization's movements.

Regardless of the acknowledged reluctance in the field of education, we mark a number of recent theories and methods springing forth from experimental procedures. Authors, and notably philosophers, have seen fit to call these innovations progressive education.

Probably the best summary of progressive education that can be conjectured is compiled in three words: observation, experimentation, and individualism. Essentially this is the scientific method. Because we live in an age of science, it is both necessary and highly expedient that we conform to the scientific law in our process of education. If this new concept ascribes to this unquestioned law, then why should we be slow in its establishment in our institutions of learning?

Especially our interest lies in T.C. and progressive education. Do we want to run the risks and face the challenges that it presents? Let us look at some of them.

Learning by observation—ninety percent of what we learn reaches the mind through the eyes! The movie projection screen has opened an unexplored new world in facility of educative transmission. Shall we exploit its resources to the limit? What an inviting opportunity!

Learning by experimentation closely succeeds and amplifies observation. Going further, it surpasses all other learning in that it projects itself into the new and unknown. This impetuosity has brought us to whatever of culture that we enjoy, and yet proclaims that we are not yet halfway up the ascent of invention and thought. In an advancement of experimentation, we must see the improvement of the demonstrative laboratory as the primary focus of our attention. Never can we hope to exemplify the theories and practices of modern science with the antiquated equipment of fifty years ago. The laboratories of Aristotle can scarce satisfy a Michealson or a Frobisher!

Finally, individualism comes up for examination. Progressive education does not accept the rigid disciplinary rules of learning that we once held so unquestionable. Let the student be his own guide. Let his inclinations be the criteria that lead him

EQUAL EDUCATIONAL OPPORTUNITY

"Tax the money where the money is to educate the children where the children are," says the Southern Patriot in its Education for Democracy issue, in response to the fact that the South has only 8 percent of the nation's income and 32 percent of the nation's children.

In a fact-packed plea for federal aid to education, the Patriot points out that the low literacy level and educational standards in the Southern States are due not to lack of effort but lack of money. These figures tell the story:

—The Southern States spend a larger proportion of their total incomes for education (2.7 percent) than the non-Southern States (2.55 percent).

—But the money spent per pupil in the South (\$34.29) is less than half that spent in schools outside the South (\$74.44).

Equal educational opportunity—a basic ideal of American democracy—is a myth in our country today, charges the Patriot. Some American children have sixty times the opportunity of others. The children with the least chance are those born and educated in the South.

The ravaging effects of educational poverty are quickly apparent:

—One of every four Southerners 25 or over has had less than five years schooling.

—13.8 percent of the Southern draftees were rejected for failure to meet minimum "intelligence standards," compared to almost negligible percentages in most of the non-Southern States: 2 percent in California, 1.3 percent in Ohio, 0.3 percent in Illinois.

—Because poorly educated workers have lower earning power, our living standards are pulled down. Statistics show that the ten leading states in educational expenditures stand in the identical order in per capita income!

—Statistics quoted by Rep. Kefauver, of Tennessee, show an amazing correlation between average public school expenditures and retail sales.

The Patriot reports a few typical classroom scenes:

—In Georgia, the State Agricultural and Industrial Board reported to the General Assembly that 40 percent of the white schools and 93 percent of the negro schools were unfit for use.

—In Alabama, the Alabama Educational Association reports that 8,174 new classrooms and 600 new school buses are urgently needed.

—Of the 4,402 public schools of North Carolina, more than 50 percent have less than five teachers—that is, not even one teacher per grade. There are 180 one-teacher elementary schools for white children and 610 for negro children.

The Patriot presents some shocking facts about teachers' salaries. 280,000 teachers left their pitifully paid jobs between Pearl Harbor and 1943. Little wonder. 28,000 teachers in the U. S. receive less than \$50 a month, and 197,000 receive less than \$100 per month. In only four Southern States do teachers average \$1,000 per year. In Mississippi, for example, 3,078 white teachers and 6,296 negro teachers receive between \$200 and \$599 a year—averaging \$325 a year.

As a result of the wholesale desertion of teachers to jobs which would afford a living during wartime, teaching standards have dropped disastrously. Schools have turned to unqualified teachers. The Georgia State Industrial and Agricultural Board says 53.4 percent of the state's white teachers are inadequately educated.

Compare these average annual paychecks: Mississippi teachers, \$517; Southern teachers, \$917; non-Southern teachers, \$1,602; U. S. government employee, \$2,495; U. S. lawyer, \$4,700.

Money "saved" by the Southern States by paying low salaries to their teachers has proved very poor economy.

—The twelve states which, in 1920, were paying the lowest teachers' salaries and 110 draftees per 1,000 rejected for educational reasons in World War II.

—The twelve states paying highest teachers' salaries in 1940 had only 23 men per 1,000 rejected.

The Southern negro child and the negro teacher are doubly handicapped. In many Southern localities, the young negro has no school whatever to attend, and where there is a school, it is virtually always far below the standard of the white school. In Mississippi, \$30 is appropriated for each white child's education, and \$3 for the negro child. Booker T. Washington aptly said, "It is too great a compliment to the negro to suppose he can learn ten times as easily as his white neighbor."

"Try to land me in New York or California," says the about-to-be-born baby to the stork, in a Patriot cartoon. In New York the average expenditure per child is over ten times that in Mississippi. A chart in the Patriot shows the expenditure per child in each state, and the percentage of state income spent for education.

Only with financial assistance from the United States government can the Southern States substantially improve their public school systems, and give Southern children an equal chance.

Eighty-nine percent of the Southern people have gone on record for federal aid to education, in a poll conducted by the National Opinion Research Center.

Tax the money where the money is to educate the children where the children are.

Readers of the George-Anne can secure a free copy of the Education for Democracy issue of the Patriot by writing to 212½ Union street, Nashville, Tennessee. The Patriot is the monthly publication of the Southern Conference of Human Welfare, an organization of Southerners concerned with regional problems.

(The George-Anne will be glad to know the opinions of college personnel in regard to the problems discussed above.)

on into the deeper pursuits of knowledge. The scholar thus directed and self-propelled finds the highest satisfaction and the ultimate good of all that is true education. How miserably, indeed, do we fail to ascertain the student's real measurement when we look at his record of class attendance and grade-point average as indexes of his actual accomplishments. All this finally reverts to the old maxim, "the deeds of the mind can never be told."

T.C. looks toward a progressive future. With all the planning and preparation for this future it might be well not to forget the attractions of wider horizons in progressive education.

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defender of students' rights, expresses his opinion as follows:

"I can still remember my first spring vacation—I had to send all three volumes of H. G. Wells' *Science of Life*. That's enough to keep anyone busy during a short vacation.

"Let's take a quick look at the issues involved in whether we at Georgia Teachers College should have a Spring Vacation:

"1. The present school calendar was decided upon while we were still at war.

"2. Because of the war, all of the schools in the University System were required to cut holidays to the minimum; thus Spring Vacation was dropped completely—it went to war.

"3. Now that the war is over, Spring Vacation will undoubtedly be back in civilian clothes and on the calendar for the school year 1946-47.

"4. The students want a vacation this year, though, not realizing that a school calendar, once set up, is a difficult thing to change.

"5. One of the reasons why a change is inadvisable now is because commencement arrangements, based upon the present dates, May 26 and 27, are well under way. Speakers have been engaged and a change in dates would usually mean that another speaker would have to be found. Another reason is because of Alumni Day, May 25. All of the printing for this has already been attended to and a change would be practically impossible.

"I'm sure that most of us could use a Spring Vacation, but I'm also sure that most of us will agree that to push our school calendar a week ahead at this time would cause too much trouble and create too many impossible problems. Anyhow, when June comes, we'll be glad to take our holiday then. We'll even be glad then, looking back, that we didn't have any Spring Vacation."

Jacquie Strange's opinion seems to be a reflection of the attitude of a large majority of the students. Her statement is quoted in full below:

"After thinking over the question, 'For or Against Spring Holidays,' naturally I am for them, as are the other students. I realize there are several negative factors, but it seems to me there are more positive ones which contribute to the question.

"First of all, the students need Spring Holidays. Not only is there a mental strain on the student, but also a physical strain. Those who apply themselves are under a nervous tension, and unless they have time to relax and pull themselves together, surely there will be a degradation to the physical being.

"The continuation of the quarters without a few days of relaxation seems to invite fatigue, lack of interest, and incapability of doing satisfactory work.

"I like to compare school work with a game. To play the game satisfactorily and victoriously you must stop to rest, regain your strength, have time to correct previous errors, take stock of liabilities and assets and promote moral training.

"I think we as a people live too fast to obtain all the knowledge there is obtainable. So my suggestion is—stop, think, rest, and have Spring Holidays!"

The Department of Education places especial emphasis on the psychological aspects of education. So going into that field and applying the knowledge there obtained to our campus life, Walter Dillard has arrived at the following scientific conclusion in regard to spring holidays:

"The tradition of having an interim between the winter and spring quarters is of recent origin in most institutions of learning. The introduction of this tradition, therefore, must have been in answer to a need expressed by both students and faculties. If we can clearly define such a need, it will be easier for us to arrive at a solution of the problem.

"Modern psychologists tell us that the mind works in spurts (maybe like the old epithet-brainstorm). Between these periods of unusual mental vigor, the mind takes a rest. The

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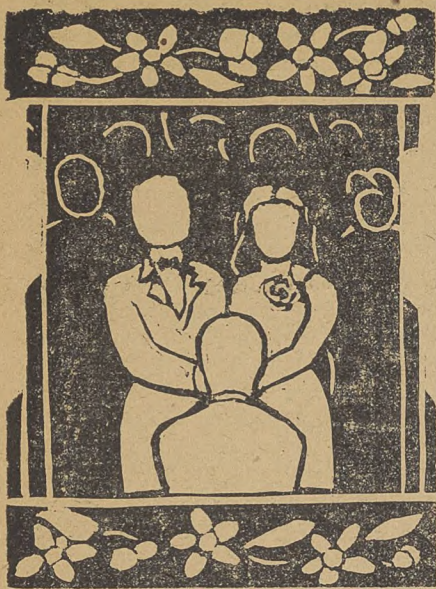
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Anderson—Strange

The marriage of Miss Jackie Anderson, daughter of Mr. and Mrs. Charlie Anderson, of Glenwood, to Z. L. Strange Jr., son of Mr. and Mrs. Z. L. Strange, of Collegeboro, was solemnized at the bride's home on February 8, 1946.

Rev. Guy K. Hutchinson performed the ceremony before a lovely improvised altar, banked in fern and white gladioli and flanked by lighted white candles. A program of wedding music was presented by R. E. Rainey, of Ailey, vocalist, accompanied by Miss Momi Kent.

The bride's sister, Miss Gloria Anderson, was maid of honor and only attendant. She wore a street-length dress of gold with brown accessories, and her flowers were iris. Mr. Z. L. Strange Sr. served as his son's best man.

The bride, who was given in marriage by her father, was lovely in a spring suit of powder blue with which she wore a small black straw hat. Her accessories were black and her corsage an orchid.

Mrs. Anderson, for her daughter's wedding, wore a dress of light blue, and her flowers were white carnations.

Mrs. Z. L. Strange Sr., mother of the groom, wore a becoming grey suit with a corsage of red carnations.

In addition to the groom's parents other out-of-town guests were Miss Marjorie Jones and Nathan Jones, of Statesboro.

Immediately following the ceremony there was a small reception. The bride's table was decorated with white carnations and centered with a many-tiered wedding cake. During the afternoon the couple left for a brief wedding trip before returning to Georgia Teachers College to resume their studies.

Several lovely parties have been given on the campus for the recent bride since her return. On February 13, the House Council of East Hall entertained for her in the parlor of East Hall. Mrs. Strange was presented with some of her china.

On February 20, Lewis Hall was the scene of a lovely tea and miscellaneous shower given by the Home Economics class. During the afternoon many of Mrs. Strange's friends were invited to call.

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process is largely involuntary. There are ways of stimulating the incipience of periods of intellectual excitement, but few indeed are the means of sustaining such a condition over a long period of time. I have mentioned all this to aid in the following conclusions. The student is prompt to do all within his power to bring on a period of mental lucidity and alacrity during examinations. Whether he be indifferent or vitally concerned; nevertheless, there is a real sensation of bowing under a strain. Then relaxation is the natural and necessary sequel.

"In the past spring holidays have seemed to adequately supply such relaxations and diversion."

The administration will, of course, be the one to decide about the matter, and the only way that is available to know is to wait and see—wait and see whether the administration is trying to please the students, or whether the administration is trying to show the students who rules this joint.



Seemed to be quite a mix-up at the Freshman dance. Tom, who did you send corsages to, "M.L.B." or "G.W."—or—was it both? Has cupid forsaken you, Tom?

Johnson's bright smile is a noticeable feature on the campus since the "Mrs." has become a resident.

What's this rumor about the Freeman-McRae bust up? Could the boy from town have a hand in it?

"S. A." are you still going with Jim?

Among the more recent twosomes we find "B. C." and "M. P." Will they join the regulars? That is the question!

Have you noticed the difference in Bill since "Crip" came back?

Make-up is definitely an asset to girls, says the boys, after noticing a certain group of girls for a few days.

Hey, Z. L., will you have to continue holding Jackie's hand in education?

M. F. P. has recently received quite a number of long distance phone calls lately from Delaware! Yep, the "Merchant Marine" has landed!!

They say the meals we have aren't so good, but you'd never prove it by the looks of some of the campus girls!

It's more fun to sit and smile at each other, isn't it, Maggie and Ben? Seems as if Pate has gone all-out for Hinesville.

"B. A." mailed a cute little package to Edward the other day. Was it his ring?

How does it feel to play chauffeur, "J. F."? There's still plenty of "eligibles."

Who's this "Freddie" that G. L. has been beaming over?

On Saturday, you can always find "M. L. J." on the little bus headed for Jesup. We're beginning to think the attraction is a serious one—male (H.W.).

Have you noticed the shiny "Navy" pin B. A. has been wearing since last week end?

J. R. has to have two girls or none at all. Isn't this so, G. Williams and A. Scarboro?

The "B. A.'s" of Lewis seem to have found out at last that R. J. M. is true to Mrs.

M. V. P. was definitely sunk the other day when that watch Louie gave her refused to run.

A. S. is staying on the campus lately. Could it be that she hung the receiver up in Leslie Jr.'s face once too often?

Has Dippy found a new admirer?

M. J. P. has been in a heavenly daze since that cute sailor was here a couple of weeks ago.

A. P. seems to be having some success in roping B. M. after giving up W. Z.

Godbee is playing Casanova—especially with Lewis Hall girls. "Beautiful Baby" is offering competition, however.

Nesmith and Hemphill are both looking over the eligibles, but cannot decide—not even on themselves.

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TEN TO BEGIN

JERRY HAMILTIN

The students occasionally remark that we need things or should have some equipment, so here is my personal list, exactly ten to begin with.

1. The gym is a fine place to dance, but why couldn't new records be suggested and purchased by the school? List each one and have particular people to play them as is enforced in the audio-visual room.

2. I find one decent pencil sharpener on the whole campus. To avoid the rush, I'll only give a vague hint, that it's in an obscure place in the Ad building basement.

3. Open the infirmary, and use that expensive equipment. A nurse is on the campus, and this "cold" or "flu" epidemic might have been avoided by segregation of the infected.

4. Have a glorious "paper day party" for everyone on the campus in which every one participates in cleaning the campus of paper and burning it in a huge bonfire. This might be topped off by supper at the lake with everyone in his "working" clothes.

5. Set a date for a dance contest, and present prizes to the winners of each type of dancing. Activities of major interest over the week end would keep closer interest in the school and studies. Let this follow "stunt night" in being an annual affair!

6. Install call phones on each floor of the dormitories and avoid much confusion. Another thing, these party line phones are irritating at times—especially in emergency.

7. Jack up the juke in the Blue Tide, and get it in working order. The income would certainly cover the gripes of the elders.

8. Enter typing as a required freshman course, and demand that important home work and themes be clearly typed. This is also a good test for spelling and another step toward perfection.

9. Get rid of the girls' dormitory date books. If she doesn't sign it before supper on Sunday night it's sad—in more ways than one!

10. The students and faculty should accumulate a large amount of papers and magazines that others might enjoy, but miss. Encourage anyone that has a clipping of interest to others to place it on the bulletin board for more cosmopolitan knowledge.

Students and faculty, this is our home for the present, so let's make it as livable as possible! O. K.?

GIFTS

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FACULTY SKETCHES.

J. KNAPP BODDIFORD

Mr. Boddiford, associate professor in the Industrial Arts Department since January, 1946, was born in Sylvania, Georgia, graduated from the Sylvania High School, and was awarded the B.S. degree from Georgia Teachers College in 1938 with majors in Industrial Arts and Science.

After teaching in the Thomasville High School in 1937-38, he went to Ohio State University in '39 to work toward his master's degree.

He returned to T. C. to teach in 1939; then taught at Emory University, 1940, and at the University of Georgia in 1941-42.

In 1943, he was with the United States Navy pre-flight division at Athens, Georgia, and in 1945, he did process, machine design, and time study for R. C. A. Victor.

Since he has been here, Mr. Boddiford had directed much of his energy and time toward obtaining new materials for the Industrial Arts shop. He has succeeded in getting many surplus materials from the Army. These new machines and tools will improve the shop and place it on a higher level than ever before.

FIELDING RUSSELL

Unless you have an English class with him you just might not know that the quiet man you've seen inhabiting the English Department these days is Mr. Fielding Russell. Just because you haven't seen Mr. Russell until this quarter doesn't mean he's new—oh, no, he has been away working on his Ph. D. at George Washington University. It won't be too long now before you will be addressing him as Dr. Russell.

Mr. Russell is a native Georgian, being the brother of Senator Dick Russell. He graduated from the University of Georgia in 1929, and received his Master's there the following year. Upon leaving the University, he taught for the next two years at Monroe High School in Monroe, Georgia, before coming to T.C. in 1932.

In telling of Mr. Russell's achievements at the University, the most important and the most interesting—shall we say—detail was omitted. It was while doing his graduate work there that he met Mrs. Russell, then a freshman on the campus.

The Russell's have three boys, the only girl in the family being a dog,

Jill. Fielding Jr., the oldest, is thirteen and builds amateur radio sets as a hobby. Then comes William, and last Dickie, who is the youngest and doesn't go to school yet.

R. M. LYON

Ralph Muse Lyon, born in Abbeville, S. C., on November 25, 1902, attended the public schools in Abbeville and completed his work on Bachelor's degree at The Citadel. After teaching in the schools of his native state, Mr. Lyon received his Master's degree in history from the University of North Carolina in 1926.

He returned to The Citadel as assistant professor of history in the fall of '26. Since then he has been successively, assistant professor of history, assistant professor of Education, and associate professor of Education at The Citadel. In 1930-31 Mr. Lyon was teaching fellow in Education at the University of North Carolina, and from 1932-34 he held General Education Board Fellowships to Teachers College, Columbia University. From the latter institution, he received his Ph. D. degree. In 1935, Dr. Lyon came to Georgia.

In 1936, Dr. Lyon became professor of Education at Turman University and educational director of the Greenville County Council for Community Development in Greenville, North Carolina.

Dr. Lyon entered active duty in the U. S. Army in March, 1942, and held various assignments in personnel administrative testing, and guidance. During the period of his Army service, he was at T.C. with the S.T.A.R. unit for September, 1943, to January, 1944.

He was separated from active service in December, 1945. Since then, he has been chairman of the Division of Education and Director of Research at Georgia Teachers College.

With Dr. Lyon on the T. C. campus are Mrs. Lyon and their two sons, Rickie and Bobbie.

At the time of his discharge from the army, Dr. Lyon was awarded the army commendation ribbon for work in hospitals of the 5th Service Command.

ESSENTIAL READING was some book on Russia a few weeks ago according to a display by the librarian. Next to "Essential Reading" was a space for "What to Read Next," noticeably vacant.

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"Tide" Opens At Night At Request of Council

A great crowd was forming in the library on Wednesday and Friday nights. The librarian was wondering what all the sudden interest in the library was, when he found out that it was the forming for the march to the Little Store which is now open and Wednesday and Friday nights.

Student Council, you are to be congratulated on being successful in getting the store to open two nights a week. It is now up to the students to co-operate as they should so we may continue this practice and as soon as supplies are available extend this privilege.

THOMAS, from page 1

to forty-five to be sent to Germany as slave labor until the English population had been reduced to approximately 18,000,000. The Germans would then be prepared for a three to six year peace, Thomas said. She would have had all the important sea ports and by 1948 planned to out-produce the United States five to one in ships and ten to one in tanks and planes. In 1951 the attack on the United States was scheduled to take place—somewhere along the North Carolina, New Jersey, or New England coast, while the Japanese were to enter the country along the Oregon border. The fate of the people of the United States was to be the same as that of Britain with the exception that only a certain per cent of the eighteen to forty-five age group was to be sent to Germany as slave labor. These plans, Mr. Thomas said were drawn up as far back as 1937 or 1938. The complacent attitude that still exists among the people of this country, he said, was due to the isolationist policies of certain newspapers and of certain columnists.

"There will be a new low in the standard of living for the people of Europe this winter because as the armies of Germany retreated they did everything to destroy the occupied countries except poison the soil—and they would have done that if they had had time," he declared. "The people of Europe cannot come back alone. It is up to America to see to it that the people of Europe get help from America."

"I do not like war," Thomas said in conclusion, "but I feel like many others feel: That it's high time we stop taking things for granted. It's time to get down into the dirt and the mud, to stop kidding ourselves, time to face reality. I am pleading with you to see to it that local offices are filled with sound decent people; that in Washington we have people with a world viewpoint; that we continue to police both Germany and Japan until they have our viewpoint—or our children will have to be doing this all over again."

Chemistry Classes Tour Industrial Savannah

The chemistry classes under the supervision of Mr. Hanner made an industrial tour of Savannah on Thursday, February 7, to observe chemistry in its application to the products used in our every-day life.

The twenty-seven students left by bus at eight o'clock so they could have a full day for observation, beginning with the trip through the Herty Foundation Laboratory. Mr. Suttle, the director, and Miss Mary New, one of the T.C. alumni, explained the experiment on paper they were then conducting, the viscose process for making rayon, and the result of their work on bamboo paper attracted much attention for it is the only such in existence and is promising because seven times more can be produced in a given area than can pine. The task of removing the lignin is not confronted. It is not as strong, however.

At the Union Bag plant, the largest paper plant in the world, the group was royally received—even a group picture was made for publication. There paper manufacture on a large scale and the reclamation and re-use of chemicals were observed. Just realizing on how large a scale mass production works made the students grow.

After a greatly needed dinner, the Shuey Company, the only professional chemistry laboratory in this section of Georgia, held the interest of the visitors for more than an hour. Much about the testing of fertilizers, coal, and oil, plus the problems faced by professional chemists was learned.

Southern Cotton Oil Company, in spite of tired feet, was advantageously explored by the students. Perhaps what made them so conscious was going through a large room of electric cells where water was electrolyzed to produce the hydrogen necessary for making the liquid cottonseed oil a solid and oxygen as a by-product which is sold to the Navy. There, touching the wrong thing meant losing the sense of touch and four other senses. Hydrogenation by the use of nickel as a catalyst amazed the group. The laboratory technicians had more questions asked them than all the other guides combined. The new balance scales especially and the testing for durability of the products caused much comment. When the supplies in the store room, shipping rooms, and aging rooms—barrels and barrels and barrels—were seen, the group could scarcely believe that a shortage could have existed.

The tour was a success not only in progress from a chemistry point of view, but from the broader vision it gave to the observers of the same gave to the observers some of the complexities of modern life.

STUNTS, from page 1

vate, played by Pete Warren, who had great difficulty obtaining a shoe string. After filling out several forms, he finally had to go to the the General with the matter. As usual the general bawled out the poor li'l private and ended with, "You, an insignificant private, griping about not being able to obtain a shoe string, while I, a high-and-mighty General cannot get a pair of pants!" So saying he arose and showed everyone that he really spoke the truth. The supply sergeant was played by John Godbee; the general by Mayo Hudson.

Third place was awarded to the I.R.C. skit on "Crossing the Railroad Track." A family of hillbillies came down to ask if a train was due from the East. On receiving a negative answer the "Pa" (Joe A. Jones) told "Ma" (Ann Smith), who in turn told one of the kids, who told another, and thus the answer was relayed on down to the end of the line. Then he asked about West, North, and South, receiving the same answer and the word being passed in the same manner. Finally he asked if he might, as a personal favor from the station master, be permitted to cross the tracks. The costuming was typical and really put over the skit. The stationmaster was Pate Warren; the kids were Mardette Neel, Gussie Wilcox, Alethia Brown, Max Lockwood, Ed Wynn, Mayo Hudson, Frances Reeves, and Juanita Tillman.

Other stunts which were exceptionally good and showed an aptness of thought and careful planning were: the Dramatic Club's presentation of "A Faculty Tea;" the Freshman class' Mock Operation," done behind a white screen with a spotlight to make silhouettes of the scenes; the Home Economics Club's skit on the lack of men at T.C.; the Junior Class' "Complications of a Lover;" East Hall's "Bull Session After Lights Out," and the college band's "Defective Music," the amusing portrayal of a small boy's temper over musical discord acted out by Ruth Quarels.

After the last stunt, the affair was transferred to the gymnasium where the students were allowed to dance until ten thirty.

After announcing the winners Monday morning in chapel Mr. DeWitt, who had charge of the activity, commended the members of the organizations who sponsored stunts and added that he recommended to college officials that a cup be bought and presented to the winners each year.

BLUE JEANS AND THE DINING HALL cannot mix, or so it seems from the way a group of girls were kept away from supper last Monday evening. Max Lockwood was kind enough to throw them some bread so they wouldn't starve.

DEAR SUE:

We have just returned from long week end. It was glorious, but you know—once I see everyone at home I am ready to leave.

The mid-term exams were given the week before we went home. Whew! I'm glad they are over.

Everyone was rather amused at supper the other night. The dramatics club had a picnic and got back about ten minutes after six. Most of them had on slacks or blue jeans, so they couldn't go into the dining hall. Max Lockwood (bless his heart) took some biscuits to the door and threw them to the "poor little hungry people."

Dan Cupid has been around on the campus. Jackie Anderson has changed her name to Strange. Ann McDonald was a happy girl Saturday when she got a beautiful diamond from her "soldier" boy friend. Some people get all the luck, don't they?

Oh, Sue, this has been the talk of the campus—"Stunt Night". When I returned Sunday morning that was all I could hear. I didn't know Georgia Teachers College did have so many talented students. Take for instance, Pate Warren, Mayo Hudson, Jo Jones, John Godbee, Alethia Brown, Ann Smith, Helen Davis and scores of others. We might be put on the map after all.

Sue, I am very sorry I can't go to see you this spring. I just found out we are not going to get spring holidays. I think most of the students are mad about it too.

News! Miss Hodges has a new mimeograph machine, and boy, is it super-duper! She is really proud of it. We hated to part with "Betsy," but we are so glad to see this one that we won't miss her so much. Wish you could see it.

The intra-mural basketball games

SELF-RISING KEYS

A miracle has come to pass. I looked down at the far end of the dining hall the other day, and I saw laying on one of the tables the inside of the piano. I brought forth a cry of joy, saying, "They've finally begun to move that dilapidated detraction from the dining hall." The next day when I walked into the dining hall the piano was still there, and I noticed that someone had put a front on it. Even the atmosphere around the piano seemed different. I walked toward it slowly. I raised the covering of the keys, noticing that a few had been replaced. I pressed one key and to my surprise a sound came out. Raising my finger, I was so astonished I could hardly move when the key came back up. Now we have self-rising keys in the dining hall piano.

WAYNESBORO, from page 1

Mr. Hagins, manager, says that the Independents will probably accept invitations from the Waynesboro division.

Every member of the club is hoping for an inter-collegiate team next year so that they can get proper backing of a good kind.

are about over and it looks as if the Whites are going to be ahead. It seems as if we Blues are just unlucky or something.

Miss Newton is still teaching Social Studies and is as sweet as ever. She has gotten the Freshman class waiting to be 18 years old. They have made a register and all the people that are 18 and older and that have registered get to sign their names in the register.

I must close.

Love,
BESS.

GEORGIA THEATRE

Monday, Tuesday, Wednesday,
March 4, 5, 6

Ray Milland, Jane Wyman with
Phillip Terry, Howard daSilva,
Doris Dowling, Frank Faylen
"THE LOST WEEKEND"

Thursday and Friday, March 7-8
Deanna Durbin, Ralph Bellamy
and David Bruce in
"LADY ON A TRAIN"

Saturday, March 9
Peter Cookson, Warren William
and Anne Gwynne in
"FEAR"

Also Charles Starrett in
"OUTLAWS OF THE
ROCKIES"

STATE THEATRE

Monday and Tuesday, March 4-5
Dorothy Lamour, Eddie Bracken
and Gil Lamb with Barry Sullivan
(in Rainbow technicolor)
"RAINBOW ISLAND"

Wednesday and Thursday, Mar 6-7
Charles Arnt, Veda Ann Borg
and Richard Powers in
"DANGEROUS INTRUDERS"

Friday and Saturday March 8-9
Gene Autry in
"RIDE, RANGER, RIDE"

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